

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<p>Place date stamp here.</p> <p>2018 APR -3 11 10: 44</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</p>
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
ESC 20	015-950		
Vendor ID #	ESC Region #		DUNS #
1741587461	20		074605890
Mailing address		City	State ZIP Code
1314 Hines Avenue		San Antonio	TX 78208-
Primary Contact			
First name	M.I.	Last name	Title
Mandy		Tyler	Coordinator
Telephone #	Email address		FAX #
210-370-5493	mandy.tyler@esc20.net		210-503-6448
Secondary Contact			
First name	M.I.	Last name	Title
Alex		Dominguez	Coordinator
Telephone #	Email address		FAX #
210-370-5410	alex.dominguez@esc20.net		210-503-6448

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Jeff	M.I. Goldhorn	Last name Goldhorn	Title Executive Director
Telephone # 210-370-5600	Email address jeff.goldhorn@esc20.net		FAX # 210-503-6448
Signature (blue ink preferred)			Date signed

3/19/2018

Only the legally responsible party may sign this application.

701-18-109-047

Schedule #1—General Information

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

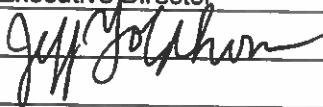
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The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	015-950	Jeff Goldhorn Executive Director	210-370-5600	\$89,508
	ESC-Region 20		jeff.goldhorn@esc20.net	
Member Districts				
2.	010-902	Regina Howell, Superintendent	830-460-3890	\$4,839
	Bandera ISD		rhowell@banderaisd.net	
3.	064-903	Jesse Salazar Superintendent	830-876-2473	\$10,871
	Carrizo Springs CISD		jsalazar@cscisd.net	
4.	046-902	Andrew Kim, Superintendent	830-221-2015	\$17,092
	Comal ISD		laura.ayala@comalisd.org	
5.	254-901	Imelda Allen Superintendent	830-374-2367	\$11,060
	Crystal City ISD		Imelda.allen@crystalcityisd.org	
6.	082902	Clint McLain Superintendent	830-965-1812	\$7,101
	Dilley ISD		Clint.mclain@dilleysd.net	

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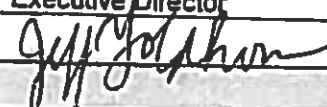
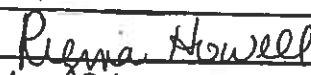
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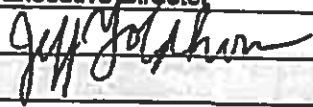
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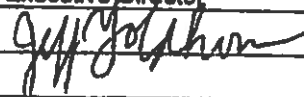

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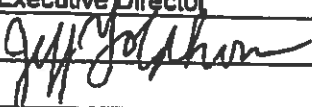
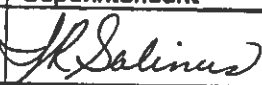
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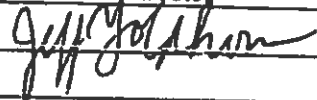
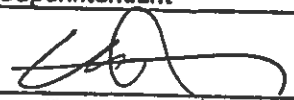
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4.	046-902	Andrew Kim, Superintendent	830-221-2015	
	Comal ISD		laura.ayala@comalisd.org	
5.	254-901	Imelda Allen Superintendent	830-374-2367	
	Crystal City ISD		Imelda.allen@crystalcityisd.org	
6.	082902	Clint McLain Superintendent	830-965-1812	\$7,101
	Dilley ISD	 Clint.mclain@dilleyisd.net		

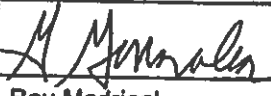
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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

7.	159-901	Gilberto Gonzalez Superintendent	830-773-5181	\$8,106
	Eagle Pass ISD		ggonzalez@eaglepassisd. net	
8.	015-904	Rey Madrigal	210-989-4344	
	Harlandale ISD		rey.madrigal@harlandale. net	

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By TEA staff person:

7.	159-901	Gilberto Gonzalez Superintendent	830-773-5181	
	Eagle Pass ISD		ggonzalez@eaglepassisd. net	
8.	015-904	Rey Madrigal	210-989-4344	\$23,502
	Harlandale ISD	<i>Rey Madrigal</i>	rey.madrigal@harlandale. net	


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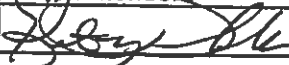
Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 015-950			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	015822 Jubilee Academies	Daniel Amador Superintendent 	210-333-6227 damador@jubileeacademic.org	\$5,341
10.	163-908 Medina Valley ISD	Kenneth Rohrbach Superintendent	830-931-2243 kenneth.rohrbach@mvisd.org	
11.	007-906 Poteet ISD	Melinda Salinas Interim Superintendent	830-742-3567 msalinas@poteetisd.org	
12.	015-908 South San ISD	Abelardo Saavedra Superintendent	210-977-7020 asaavedra@southsanisd.net	
13.	015-917 Southside ISD	Mark Eads Superintendent	210-882-1600 mark.eads@southsideisd.org	
14.	015-912 Southwest ISD	Lloyd Verstuyft Superintendent	210-622-4300 lverstuyft@swisd.net	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$250,000

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Changes on this page have been confirmed with:	On this date:
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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	015822	Daniel Amador Superintendent	210-333-6227	
	Jubilee Academies		damador@jubileeacademic.org	
10.	163-908	Kenneth Rohrbach Superintendent	830-931-2243	\$9,615
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	
11.	007-906	Melinda Salinas Interim Superintendent	830-742-3567	
	Poteet ISD		msalinas@poteetisd.org	
12.	015-908	Abelardo Saavedra Superintendent	210-977-7020	
	South San ISD		asaavedra@southsanisd.net	
13.	015-917	Mark Eads Superintendent	210-882-1600	
	Southside ISD		mark.eads@southsideisd.org	
14.	015-912	Lloyd Verstuyft Superintendent	210-622-4300	
	Southwest ISD		lverstuyft@swisd.net	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$250,000

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 015-950			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	015822	Daniel Amador Superintendent	210-333-6227	
	Jubilee Academies		damador@jubileeacademic.org	
10.	163-908	Kenneth Rohrbach Superintendent	830-931-2243	
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	
11.	007-906	Melinda Salinas Interim Superintendent	830-742-3567	\$6,912
	Poteet ISD	<i>Melinda Salinas</i>	msalinas@poteetisd.org	
12.	015-908	Abelardo Saavedra Superintendent	210-977-7020	
	South San ISD		asaavedra@southsanisd.net	
13.	015-917	Mark Eads Superintendent	210-882-1600	
	Southside ISD		mark.eads@southsideisd.org	
14.	015-912	Lloyd Verstuyft Superintendent	210-622-4300	
	Southwest ISD		lverstuyft@swisd.net	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$250,000

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	015822	Daniel Amador Superintendent	210-333-6227	
	Jubilee Academies		damador@jubileeacademic.org	
10.	163-908	Kenneth Rohrbach Superintendent	830-931-2243	
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	
11.	007-906	Melinda Salinas Interim Superintendent	830-742-3567	
	Poteet ISD		msalinas@poteetisd.org	
12.	015-908	Abelardo Saavedra Superintendent	210-977-7020	\$21,931
	South San ISD		asaavedra@southsanisd.net	
13.	015-917	Mark Eads Superintendent	210-882-1600	
	Southside ISD		mark.eads@southsideisd.org	
14.	015-912	Lloyd Verstuyft Superintendent	210-622-4300	
	Southwest ISD		lverstuyft@swisd.net	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$250,000

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	015822	Daniel Amador Superintendent	210-333-6227	
	Jubilee Academies		damador@jubileeacademic.org	
10.	163-908	Kenneth Rohrbach Superintendent	830-931-2243	
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	
11.	007-906	Melinda Salinas Interim Superintendent	830-742-3567	
	Poteet ISD		msalinas@poteetisd.org	
12.	015-908	Abelardo Saavedra Superintendent	210-977-7020	
	South San ISD		asaavedra@southsanisd.net	
13.	015-917	Mark Eads Superintendent	210-882-1600	\$18,412
	Southside ISD	<i>Mark Eads</i>	mark.eads@southsideisd.org	
14.	015-912	Lloyd Verstuyft Superintendent	210-622-4300	
	Southwest ISD		lverstuyft@swisd.net	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$250,000

For TEA Use Only

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 015-950				Amendment # (for amendments only):
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	015822	Daniel Amador Superintendent	210-333-6227	
	Jubilee Academies		damador@jubileeacademic.org	
10.	163-908	Kenneth Rohrbach Superintendent	830-931-2243	
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	
11.	007-906	Melinda Salinas Interim Superintendent	830-742-3567	
	Poteet ISD		msalinas@poteetisd.org	
12.	015-908	Abelardo Saavedra Superintendent	210-977-7020	
	South San ISD		asaavedra@southsanisd.net	
13.	015-917	Mark Eads Superintendent	210-882-1600	
	Southside ISD		mark.eads@southsideisd.org	
14.	015-912	Lloyd Verstuyft Superintendent	210-622-4300	\$15,710
	Southwest ISD		lverstuyft@swisd.net	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$250,000

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015--950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

During this time of increased student need and diminishing resources, Education Service Center, Region 20 will use the supplementary funds from the Texas Education for Homeless Children and Youth Grant (TEHCY) to support 13 partner district in providing direct student services, training, and ongoing technical assistance over McKinney-Vento regulations in order to best meet the needs of students experiencing homelessness within these LEAs. This grant allows ESC-20 to provide a three-pronged support to meet the direct academic and basic needs of our homeless population along with ensuring district staff are educated in working with our youth. Since we first received this grant in 2004-2005 (HEP) we have seen significant increases in our partner districts' identification of homeless students along with an improved understanding of district requirements amongst staff. ESC-20 strongly believes that our students who are experiencing homelessness need an advocate at every level in order to ensure their immediate identification, enrollment, and access to support services that will ultimately result in improved academic and overall success.

The ESC-20 TEHCY budget is based on a needs assessment conducted at the local level by our 13 partner districts. Through our collaboration across the center, the needs assessment training provided to our districts and charters is inclusive of all student populations – migrant, homeless, foster care, special education, economically disadvantaged, and second language learners. While supplies and clothing continue to be a strong need for our districts, they have also asked for assistance with supplemental transportation costs, tutoring, and secondary counseling options for McKinney-Vento students, the latter of which aligns with the graduation performance measure. All these needs were taken into account when the budget was built. Additionally, ESC-20 serving as the fiscal agent reduces administrative costs among our partner districts who do not have the manpower toward managing this program, but are in need of the supplemental funds to better serve the unique needs of this population. Regular communication via emails, phone calls, formal meetings and district visits by our ESC homeless liaison ensures we are on track with needs identified at the beginning of the year. The mid-year review required of the grant is an additional way to document progress and adjustments throughout the year. Finally, stakeholder input is gathered throughout the year to ensure the fidelity of our project.

In the 2018-2019 TEHCY application, ESC 20 has 8 returning partner districts and 5 new partner districts. Two of our current partner districts will be applying for this grant on their own. Of our 13 partner districts for next year, 9 are small rural districts outside of San Antonio, while 4 districts are on the southern edges of the San Antonio city limits. The average economically disadvantaged percentage across these 13 districts is 71 percent. District personnel have identified and enrolled 2,158 homeless children, thus far, for the 2017-2018 school year. Overall student enrollment has decreased for some of our partner districts, which is having a negative impact on their funding. Our partner districts are working to do more with less, thus the support of our SSA is critical at this juncture to ensure our homeless student population is not overlooked. Economic factors, such as unemployment, along with substance abuse, mental illness, and foreclosures are all factors contributing to the increasing number of homeless families in our area. Families living doubled-up due to lack of affordable housing options is a key contributor to homelessness within our member LEAs. The Eagle Ford Shale oil and natural gas project in South Texas, which had lain dormant for a few years, is making a slow comeback. Our LEAs anticipate a resurgence of the number of homeless students in our outlying, rural LEAs due to an increased demand and cost of housing required for the relocated gas and oil workers. The proximity to the border of several of our member LEAs increases the number of economically disadvantaged immigrants attending schools within their districts. Given the various situations presented to our districts in making homeless determinations and providing student services, eliminating barriers for this population is an ongoing concern that continues to drive our work.

The project evaluation and management have been designed to work in tandem to allow staff to identify any needed mid-course adjustments to help ensure the success of our grant and the success of the McKinney-Vento students we serve.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To ensure consistent management at the LEA level, each year of the three-year grant cycle a meeting will be held with all member LEAs to discuss planned grant activities, responsibilities and expectations of LEAs and ESC-20, as well as required data to be collected during the grant period. The LEA McKinney-Vento Liaison will keep student-level data on all homeless students who receive direct services from this grant and aggregate all cumulative data to submit to ESC-20 by the specified due dates. The ESC-20 Educational Specialist will review the data, make recommendations and request revisions if necessary, troubleshoot processes in data submission, and will submit the required data by each of the grant deadlines.

The mid-year review with each member LEA will be used as an opportunity to identify successes and opportunities for improvement to overcome any barriers within the LEA. During the LEA mid-year review ESC-20 staff will examine district homeless policies, procedures for identification and enrollment, attendance rates; services being provided; documentation for project related activities; and current expenditures and requests for reimbursement to ensure that TEHCY funds are being utilized in a timely manner to meet the needs of their students experiencing homelessness.

All professional development offered by ESC-20, onsite and offsite, includes an evaluation component. Feedback obtained will be used when creating the professional development training schedule for the following grant year and for making adjustments mid-year. Through these trainings, opportunities for collaboration with community agencies will be included. The Coordinator and Education Specialist will ensure a variety of community agencies are given the opportunity to share information about their organizations. LEAs will be provided the opportunity to evaluate the effectiveness of the agencies' services/resources in meeting the needs of their homeless students. Feedback from the evaluations will be utilized to determine the effectiveness of the agency and needs for future collaborations with other organizations. The same involvement of community agencies and process for evaluation will occur during the cluster trainings provided for our rural school districts.

Finally, the fiscal health of the grant will be reviewed on an ongoing basis by the Component Director, Coordinator, and Educational Specialist to ensure the budget is being expended as expected. Adjustments will be made as needed throughout the year to ensure needs of member LEAs are being met and planned project outcomes achieved.

In addition to individual evaluations of various components of the program, ESC 20 and partner LEAs will make use of diverse pieces of data – objective and subjective - towards the annual evaluation of the program and the ongoing needs assessment. Data will be collected from several sources, including the federal report card, to ensure that a complete picture is captured.

ESC-20 will ensure this application meets both federal statutory requirements along with TEA requirements by referencing the completed application against the Program Guidelines.

As the fiscal agent of the TEHCY grant, ESC-20 will model best practices in program management and Evaluation. ESC-20 will also provide a forum for networking and sharing of best practices among our group so that districts can maintain and operate on their own - should they need to. Our homeless student population is amongst the most vulnerable of our student populations and it is our privilege to work with district staff who can ensure local processes and activities to improve the identification, enrollment, provision of support services, removal of barriers, and use of performance and outcome data, to promote the success of these students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-950	Amendment # (for amendments only):
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)	
Grant period: September 1, 2018, to August 31, 2019	Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$110,386	\$	\$110,386
Schedule #9	Supplies and Materials (6300)	6300	\$78,498	\$	\$78,498
Schedule #10	Other Operating Costs (6400)	6400	\$46,573	\$	\$46,573
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$235,457	\$	\$
Percentage% indirect costs (see note):			N/A	\$14,543	\$14,543
Grand total of budgeted costs (add all entries in each column):			\$235,457	\$14,543	\$250,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$250,000
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$20,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015-950			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
				Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015-950		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$1,000
	Specify purpose: meeting room space rental	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$1,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	6219-02 Education Specialist -49% to serve as homeless liaison	\$61,274
2	6219-02 Coordinator – 2% to manage grant, budget and provide PD	\$2,946
3	6219-02 Coordinator - 2% for technical assistance	\$2,946
4	6219-02 Component Director – 2% for program management/technical assistance	\$3,632
5	6229 Counseling services	\$36,988
6	6291 Consulting services – contracted speakers	\$800
7	6299 Miscellaneous contracted services - print	\$800
8		
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$109,386
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$110,386

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 015-950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$78,498
Grand total:		\$78,498

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015-950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$46,573
Grand total:		\$46,573

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 015-950			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				\$
29				
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	61,893	71%	Cumulative numbers across district partners
Identified homeless students	2,158	3.5%	Cumulative numbers across district partners. Includes students coded with a crisis code.
Students identified homeless with a 5A Crisis Code	171	.28%	Cumulative numbers across district partners
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	DNA	91.27%	Cumulative percentages across district partners. Only requested percentage from districts.
Attendance rate for economically disadvantaged students	DNA	93.12%	Cumulative percentages across district partners. Only requested percentage from districts.

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input checked="" type="checkbox"/> Open-Enrollment Charter			
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Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
125	163	166	170	148	174	147	163	131	155	126	120	102	97	1,987

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC-20 provides continued support in the needs assessment process for the 54 districts and 30 charters located within our region. As a group, we collaborate with our ESC Federal Programs, School Accountability, Migrant, and Special Education colleagues to ensure our specific student group needs are identified and addressed within the District and Campus Improvement Plans.

In organizing our SSA, ESC 20 staff reviewed the eligibility list for districts and extended the invitation to districts with a substantial amount of students identified as homeless and limited staff for program management. Of the invitations extended, we had 13 districts who expressed a desire to participate: Bandera ISD, Carrizo Springs CISD, Comal ISD, Crystal City ISD, Dilley ISD, Eagle Pass ISD, Harlandale ISD, Jubilee Academies, Medina Valley ISD, Poteet ISD, South San ISD, Southside ISD, and Southwest ISD.

We understand that our partner districts and charters conduct needs assessments across their campuses and districts for all student populations. As a result, the needs of our homeless students are identified at the local level. In the preparation of this grant application, ESC-20 reviewed all identified needs within the 13 partner districts and prioritized those needs to assist as many students as possible in all of our participating districts. We recognize that districts' needs change with varying circumstances, thus as part of the grant we will be re-evaluating needs of the entire SSA on a bi-annual basis (mid-year and end of year).

As an SSA, we have chosen two paths for addressing identified needs. First, our partner districts will be able to respond to their specific needs through an amount allocated for their district based on homeless students enrolled. Should we be awarded this grant, we will work with our partner districts to review their needs assessments, district improvement plan, and campus improvement plans to ensure their designated use of funds are in alignment with their identified needs.

Second, this grant will allow us to continue to provide McKinney-Vento trainings, professional development, and technical assistance for all the districts and charter schools within our region. Previous grant funding has allowed us to build a strong platform for sharing best practices amongst McKinney-Vento Liaisons as well as collaborative opportunities with community agencies. We hope to continue to build upon this collaborative network and expand services to further meet the needs of McKinney-Vento Liaisons and district staff in our region. A strong component of our training portfolio is our collaboration with the ESC 20 Transportation Director. During regular meetings with LEA transportation directors, the ESC 20 MV liaison helps trouble-shoot issues related to school of origin transportation and ensures that the LEA directors are aware of all current statutory requirements.

We will continue to use a mid-year review format with our partner districts to discuss use of funds, McKinney-Vento student identification, attendance, and academic achievement. We have found this to be a valuable time to assess current district needs and make any necessary changes to ensure students have the needed resources to facilitate their success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is limited staff knowledge and understanding on the complexities related to homelessness and the tools to address abuse, medical and mental issues, and poverty. The variety and number of LEA staff (such as counselors, social workers, teachers, administrative assistants, Migrant, Adult Education, and Head Start) who need continuous McKinney-Vento training is vast. A top priority is to expand opportunities for professional development for key school personnel to develop the skills necessary to assist children and youth in homeless situations and make appropriate referrals to community agencies. Financial constraints have made it more urgent for school personnel to attend professional development, as individuals often assume more than one role within their LEA. School staff need training over McKinney-Vento.	ESC-20 staff will provide McKinney-Vento trainings both at ESC-20 and on-site at the partner LEAs. ESC-20 staff will assist LEAs in utilizing the SRQ to identify students in homeless situations, aid LEAs with the revision of their district policies and procedures that address homeless students, and distribute printed materials over McKinney-Vento to campuses and community sites. ESC-20 will also host numerous conferences and workshops on topics that raise awareness and sensitivity to the needs of homeless students throughout the year, to include the Conference of Homeless Outreach and Poverty Education (H.O.P.E.). Through partnerships with community agencies, such as: ChildSafe, the Rape Crisis Center, and the Center for Healthcare Services, as well as internal partners at ESC-20, including: Child Nutrition, Migrant, Head Start, and Federal Programs, participants at trainings will receive current information and updates on issues affecting the educational success of students experiencing homelessness. McKinney-Vento Liaison meetings will be held both locally at the service center as well as at rural LEAs in a cluster meeting to allow the liaisons the opportunity to network, share best practices, and be introduced to community agencies and resources that can help to provide for the needs of students experiencing homelessness within their LEA. The trainings and McKinney-Vento Liaison meetings will be open for individuals from all LEAs within Region 20 to register and attend. ESC-20 serves 54 school districts and 30 charter schools across 18 counties, thus the trainings have the potential to impact over 57,000 school employees and over 440,000 students.
2.	LEAs staff lack knowledge and skills in appropriately identifying and referring students for services. Technical assistance is needed by LEAs to ensure that students experiencing homelessness are appropriately identified and that the rights and needs of these children and youth are met. This assistance includes, but is not limited to: on site visits, timely response to district questions, referrals. School staff need technical assistance.	Ongoing technical assistance will improve the identification of students experiencing homelessness and assist with ensuring the correct resources are provided to these students to promote their academic success. Our partner districts have expressed appreciation in having someone readily available to assist when campus staff are unsure about how to address a situation.

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Schedule #14—Management Plan

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	MV Educational Specialist	Experience managing programs that benefit children in poverty and/or homelessness: This person will assist the coordinator with administering the grant and all deliverables; coordinating with appropriate district personnel; and serving as technical assistance to district homeless liaisons.
2.	Coordinator, School Health Services	Experience managing programs that benefit children in poverty and/or homelessness: Mandy Tyler is the former Educational Specialist for Coordinated School Health at ESC-20 and served as the McKinney-Vento and Foster Care point of contact, providing training and technical assistance to LEAs throughout the region. Ms. Tyler has worked at ESC-20 for eight years and has worked directly with the TEXSHEP grant since 2012. She will continue in her capacity as subject matter expert for 2 percent of the grant.
3.	Coordinator, Title IA	Experience managing programs that benefit children in poverty and/or homelessness: Alex Dominguez manages the ESC ESSA-Title I, Part A Technical Assistance and Support Services for LEAs and Schools. She has 11 years of experience at ESC-20, working five years with the Migrant Education Program prior to taking on her new role. She will provide district technical assistance, supervise the educational specialist and manage the budget for 2 percent of the grant.
4.	Component Director	Experience managing programs that benefit children in poverty and/or homelessness: Nicole Smith has over 20 years of experience with the public school system, serving in various roles, from a public school educator to a school principal to a federal programs director. She has a proven track record of overseeing multiple grants, and currently oversees the McKinney-Vento TEXSHEP Program, Foster Care, Migrant Education Program, School Safety, School Health, Title I A and State Compensatory Education.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Professional Development opportunities	1. Collaboration toward ESC Family/Community Engagement Symposium	09/01/2018	11/30/2018
		2. Coordination of one conference during the grant cycle that emphasizes best practices related to homelessness and youth at risk – Conference of H.O.P.E. (Homeless Outreach and Poverty Education)	09/01/2018	10/31/2018
		3. Meeting with LEAs to discuss grant requirements	09/01/2018	12/30/2018
		4. Needs assessment to define specific training needs	03/01/2018	08/31/2018
		5. Collaborate with community partners and ESC colleagues toward areas of high need/high interest to benefit homeless students	04/01/2018	08/31/2018
2.	Technical Assistance	1. Provide regular, ongoing and timely technical assistance to LEA homeless liaisons	09/01/2018	08/31/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC-20 monitors all grant activities to ensure the program is on track to attain set goals. Regular email communication to partner districts regarding procedural changes, with follow-up phone calls, is standard for our program. ESC-20 maintains a list of McKinney-Vento Liaisons and regularly emails updates to all via a listserv in addition to posting updates to our website. Regular evaluation of all program activities provides us with necessary feedback for adjustment of upcoming activities. Our organization also has each work group across the service center follow a Plan-Do-Study-Action (PDSA) model in which activities are regularly monitored and adjusted toward achievement of program goals. Documentation is kept regarding any changes to program activities/milestones based on feedback. In some cases, amendments to the grant may be necessary in order to meet the ongoing needs of the McKinney-Vento students in our partner districts. If any changes are made to the grant that would have a direct impact on our partner districts a meeting would be held to discuss planned changes associated with the amendment.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the ESC level, coordination among existing ESC programs and community partners is an integral element for the success of the TEHCY grant. The ESC 20 Homeless Liaison currently serves on the following committees that work to address homelessness within our community: South Alamo Regional Alliance for Homelessness (SARAH) Youth Homelessness Workgroup and the SARAH Continuum of Care Membership Council. Many of our area McKinney-Vento Liaisons also participate on these committees with the goal of identifying resources and strategies for reducing youth homelessness, with a particular focus on decreasing rates of unaccompanied youth.

At ESC-20 there is close collaboration between the McKinney-Vento Educational Specialist and the Federal Programs Coordinator. This working relationship helps to ensure that both programs receive ongoing updates and a coordinated message on any changes impacting their programs. The Federal Programs Coordinator regularly provides training to McKinney-Vento Liaisons on the development and evaluation of both Campus and District Improvement Plans. Our current grant also coordinates activities with the migrant education program, our family and community engagement specialist, Title I specialist, Special Education department, counseling specialist, safety education officer, accountability program, Head Start personnel, food and nutrition services, transportation services, and foster care. We will be seeking to coordinate efforts with our GT group and CTE group toward enhancing the knowledge base of our MV liaisons. It is through these collaborative efforts that we can ensure every effort is being made to remove barriers for children and youth experiencing homelessness and that our students have equitable access to available supports and resources. Although ESC-20 has identified 13 partner LEAs to receive direct services through the grant, the training and professional development provided as part of the grant will be available to all districts and charter schools within our region. ESC-20 is committed to educating all district staff on the McKinney-Vento Act and the importance of early identification and immediate enrollment in school. We recognize the importance of ongoing education and training for all levels of district staff and have worked to remove barriers to training by providing sessions at ESC-20, on-site at LEAs, via webinar, and in rural locations.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Regular meetings with partner districts to keep project outcomes/expenditures on track	1.	Sign-in sheets to reflect regular attendance
		2.	Multiple progress checks and adjustments
		3.	Students accessing timely services
2.	Adequate resources detailing MV law and updates	1.	ESC 20 website
		2.	Technical assistance calls
		3.	Removal of student barriers to access services
3.	Professional development evaluations and networking opportunities	1.	Recommendation of PD for other staff/districts
		2.	Strong community collaborations
		3.	Increased awareness of district expectations
4.	Student data portals to track attendance, graduation rates, grades	1.	Improved attendance for homeless students
		2.	Early interventions for students struggling academically
		3.	Increased graduation rates among cohorts
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC-20 has previously established strong routines for collecting district level data for all aspects of the program through the TEXSHEP grant. Each participating district maintains a binder that includes all current year district-level communication, purchase orders, parent requests, program coordination efforts, needs assessments, community resources and attendance data for their homeless student population. The district also maintains sign-in sheets and agendas for all trainings conducted at the district and campus level over McKinney-Vento. This year, districts continued to refine their processes of early intervention for attendance issues for MV students. As a result of early identification, many districts reported an ability to provide wrap-around services for their students that have resulted in increased academic success.

Districts utilize a variety of data tools to gather the information they monitor closely, including – but not limited to – Texas Student Data System. Many districts have also implemented processes toward monitoring student progress reports and report cards and alerting appropriate personnel when concerns arise. Knowing that it takes more than one voice to speak for our population, district liaisons have named campus-level MV contacts that have become strong advocates for the rights of our MV population. This district-campus collaboration has led to the facilitation of identification and enrollment of homeless children and youth by eliminating those barriers students and families might typically encounter.

At the ESC level, we continue to collaborate with our accountability work group – reviewing federal report cards, TAPR, and PBMAS results for our districts that will help us to identify performance patterns that would affect our students. Additionally, this year, ESC 20 MV personnel have gained access to OnData Suite that provides us with the ability to run student reports by demographic data. These reports will be invaluable as we continue to drill down to identify student needs.

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 015-950			Amendment # (for amendments only):	
Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
ESC Family/Community Engagement Symposium	450	ESC 20 Coordinator, Title I	Sign-in sheets Coordinator, Title IA	4, 5
Coordinate one conference during the grant cycle that emphasizes best practices related to homelessness and youth at risk	250	ESC 20 ESC 20 MV Educational Specialist	Sign-in sheets, Flyers with descriptions ESC 20 MV Educational Specialist	1,3, 4, 5
Provide two trainings on topics that raise awareness and sensitivity to the needs of homeless students	150	ESC 20 District cluster sites ESC 20 MV Educational Specialist	Sign-in sheets, Flyers with descriptions ESC 20 MV Educational Specialist	1, 3, 4, 5
Provide regular, ongoing and timely technical assistance to LEA homeless liaisons	150	ESC 20 District sites ESC 20 MV Educational Specialist Coordinators, School Health and Title IA Component Director	Phone logs, emails, websites All grant funded personnel listed to the left	2
Coordinate open discussion onsite and cluster meetings for rural districts with DFPS related to homeless students in foster care	150	ESC 20 District sites ESC 20 MV Educational Specialist Coordinators, School Health and Title IA	Sign-in sheets, evaluations, time and effort logs ESC 20 MV Educational Specialist	1-5
McKinney-Vento 101 training for LEA personnel	75	ESC 20 ESC 20 MV Educational Specialist	Sign-in sheets, evaluations, time and effort logs ESC 20 MV Educational Specialist	1-5
Provide a MV 201 training of advanced topics for district staff and MV liaisons	75	ESC 20 ESC 20 MV Educational Specialist	Sign-in sheets, evaluations, time and effort logs ESC 20 MV Educational Specialist	1-5
Collaborate with ESC 20 programs toward increased resources – family engagement, bilingual, migrant, Title I, Title IV, special educationl accountability	300	ESC 20, District sites ESC 20 MV Educational Specialist Coordinators, School Health and Title IA Component Director	Sign-in sheets, calendars, evaluations, time and effort logs ESC 20 MV Educational Specialist	1-5

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students.
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Judson ISD	Collaborate with ESC 20 to provide services to meet the needs of homeless students in the district.
2.	East Central ISD, Student/Social Services	Organization of transportation services for homeless students.
3.	San Antonio Food Bank	Increase access to healthy foods/nutrition education in low income/food desert areas with Mobile Mercado, Food IQ Nutrition, Health and Wellness Program.
4.	Metro Health	Provide updates on resources and services available through the SA Metropolitan Health District for MV students.
5.	South Alamo Regional Alliance for the Homeless	Planning efforts to prevent/end youth homelessness in SA/Bexar County; advocacy for housing/supportive services for families and youth.
6.	Northside ISD, Counseling	Network and receive updates from ESC-20; share information on community resources to support homeless students and their families
7.	North East ISD, Family Support Services	Regional training presentation; organization of transportation officials for homeless transportation.
8.	ESC 20 Federal Programs	Provide information and updates at program meetings over federal program connections; collaborate on an ongoing basis
9.	ESC 20 Head Start	Provide information and updates at program meetings over Head Start.
10.	ESC 20 Food and Nutrition Services	Provide information and updates at program meetings over school meal programs.
11.	ESC 20 Family Engagement	Provide relevant information and updates at program meetings.
12.	DFPS	Collaborate toward compliance/best practices for shared population.
13.	Edgewood ISD	Regional collaboration to identify issues faced by MV eligible students, organize transportation services toward school of origin placement.
14.	San Antonio ISD, Family and Student Support Services	Collaborate to administer legislative updates, to participate with supportive training and awareness of the MV law.
15.	Schertz-Cibolo-Universal City, Student Academic Services MV Program	Coordination of services, referrals, identification, enrollment and transition assistance for MV eligible students who may transfer to another school district.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When conducting the needs assessment, partner districts report a continual challenge in identifying students experiencing homelessness. This is due primarily to high staff turnover in those positions directly responsible for identifying these students, such as registrars and school secretaries. The high staff turnover contributes to the lack of knowledge and need for on-going staff training on the McKinney Vento Homeless Act. A primary focus of our grant will be to ensure regular opportunities for staff training. This includes the development of online trainings and resources that districts will be able to access at their site when new staff are hired. We plan to continue to offer cluster trainings at our rural districts over the McKinney-Vento Act, as we realize barriers encountered by our rural districts differ from our Bexar county districts. Funding has been allocated within the grant for providing professional development both on and off-site, to include the development of resources, print, employee time, and travel expenses. It is through this coordinated effort that our districts will continue to identify students appropriately toward services that will enable them to achieve academic success.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC-20 recognizes the need for meaningful involvement of parents or guardians of homeless children and youth in the education of their children. Annually ESC-20 hosts a Parent and Family Engagement Symposium. This symposium focuses on the academic and social aspects of raising children in today's society. The symposium has a regular attendance of over 400 participants, primarily parents. During the Symposium information related to the McKinney-Vento Act is shared with participants along with community resources. ESC-20 also has a Parent Liaison who provides ongoing trainings for parents throughout the year. These trainings are aimed at engaging parents in their child's education, advancing their knowledge on current hot topics in the school settings, and providing an overall skill set to build a cohesive family unit. These sessions are made available via webinar, offered at district sites, and provided in both English and Spanish. The coordinators assigned to this program also utilize their content-specific expertise in Title IA and School Health to facilitate trainings/conversations toward helping district staff understand the many avenues available to them in making connections with their parents.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first step to ensure homeless children and unaccompanied youth are integrated into the regular education program is to ensure immediate identification and enrollment in school. To ensure seamless transitions between school districts, ESC-20 has helped to build a strong collaborative network between the MV Liaisons within our region to work together to ensure the success of all McKinney-Vento students.

The expectation of ESC-20 partner districts is to ensure that all homeless children and unaccompanied youth are fully immersed in the school setting and receive every opportunity for participation in all educational and extracurricular activities that students who are not homeless receive. This cannot be achieved without identifying and removing any barriers students encounter that keep them from participating fully in the school setting. Districts within the region have developed a transportation network, which has been invaluable in helping to ease transportation barriers students were experiencing when desiring to participate in extracurricular activities. District MV Liaisons work with campus counselors to ensure students are placed in the most appropriate classes based upon previous school enrollments. Assessments for gifted and talented, special education, and any related services are conducted as quickly as possible to ensure additional services are received without delay. Grant funds assist with the purchase of school supplies, uniforms, and hygiene items for MV students. These resources are an invaluable part of helping to meet the tangible needs of McKinney-Vento students and ensure the academic success of students in homeless situations. As the districts work to ensure full integration into the regular education program, maintaining student confidentiality regarding living situation is of paramount importance. Training on the importance of student confidentiality is integrated into all trainings provided to staff over McKinney-Vento.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Within our partner districts, a variety of staff - federal program directors, MV liaisons, counselors, social workers, attendance clerks – are instrumental in identifying and coordinating needs and services for their homeless students toward the next year's planning process. Using demographic data, projected student enrollment data and projected homeless student identification data, district staff look across programs toward coordination of services for academic support, supplies, and parent involvement activities. At the ESC level, the coordination across program staff is a strong foundational piece toward ensuring district staff are hearing the same message regarding identifying needs for specific student populations. The Federal Programs Coordinator at ESC-20 regularly presents at McKinney-Vento Liaison Meetings to ensure district Liaisons have a full understanding of the purpose and allowable uses of Title I, Part A set-aside funds.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$7,468 Individual partner districts listed to the right	Hygiene kits, school supplies, emergency supplies, transportation, clothing, tutoring, other items to fully participate in school or extracurricular activities, partial funding of MV liaison, parent involvement. CISD-\$394, DISD- \$1150, HISD- \$2000, Jubilee-\$624 MVISD-\$2800, SSISD \$500
Planned Set-Aside for 2017–2018	\$40,252 Individual partner districts listed to the right	Similar activities as last year, with more money allocated toward transportation to school of origin: hygiene kits, school supplies, emergency supplies, clothing, tutoring, other items to fully participate in school or extracurricular activities, partial funding of MV liaison, parent involvement. BISD-\$200, CSCISD-\$10,000, CISD-\$4000, CCISD-\$1500 DISD-\$4352, EPISD-\$100, HISD-\$10,500, Jubilee-\$500 MVISD-\$3600, PISD-\$1000, SSISD-\$1500, SISD-\$1000 SWISD-\$2000

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Once areas of coordination have been identified, districts utilize student residency questionnaires, budget reports, surveys, parent feedback to identify additional educational barriers that may exist for our homeless youth. This information, along with campus demographic data - to include historical and current year homeless student enrollment, and current year expenditures – helps districts determine set-aside amounts. Some of our partner districts are able to utilize campus funds and community organizations toward supporting homeless student needs, and only set aside a minimum amount should an emergency situation arise. All partner LEAs have procedures in place to ensure staff understand the availability of these funds. Training is provided to key campus staff at the beginning of each year and technical assistance is available throughout the year. ESC MV contact coordinates with the ESC Title I coordinator to provide technical assistance and training related to the Title I set-aside uses. Additionally, MV liaisons and federal program directors ensure they are involved with the district/campus needs assessment and district/campus improvement plan activities to ensure the MV student population needs are identified and addressed.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Districts utilize the Student Residency Questionnaire (SRQ) as a means of collecting information on the living situation of all students enrolled in the district. The SRQ is administered to all students at the beginning of each school year. When new students register during the school year they are required to complete the SRQ as part of the registration process. Because the registration packet is a series of forms, several partner districts have modified their traditional registration process for new students enrolling throughout the year to ensure MV students are not asked for unnecessary paperwork. These districts have instructed front office staff to provide only the SRQ to new families enrolling throughout the year. When the SRQ is completed, if the family is not presenting as homeless, the front office staff then provides the family with the rest of the registration packet. If the family is presenting as homeless, the front office staff immediately contacts the homeless liaison. In all registration situations where the SRQ has been filled out to indicate a homeless situation, the McKinney-Vento Liaison for the district or the campus point of contact follows-up with each student to gain additional information about the student's living situation. Districts also identify students in homeless situations through referrals from fellow McKinney-Vento Liaisons at districts throughout the region, community agencies, and shelters.

The district's McKinney-Vento Liaison coordinates with programs such as Migrant, Title I, foster care, and various community agencies to ensure students are identified throughout the year and they receive appropriate services and referrals for academic success. The majority of referrals throughout the year come from trained staff at the districts such as registrars, teachers, counselors, school social workers, and parent liaisons. The importance of highly trained staff is of extreme importance in identifying students whose living situations change during the school year and is an area of emphasis with the grant project.

ESC-20 actively builds partnerships between shelters, agencies, and districts to increase identification of homeless students. ESC-20 is also involved in the SARAH Youth Homelessness Workgroup. This group works to identify needs of unaccompanied youth living in homeless situations and provide them with needed resources and connections to community agencies. ESC-20 works with media outlets (both English and Spanish) to bring information on services and resources available to children experiencing homelessness in the community. Staff provides information to districts through regular e-mail outreach as well as McKinney-Vento Liaison meetings. Member LEAs work diligently to locate homeless children not currently enrolled in schools through efforts such as neighborhood meetings, community presentations, and distributing McKinney-Vento posters and brochures to community centers and local organizations. One of our member districts in south Texas utilizes their Service Advocate Recruiters to go door-to-door to talk with every household within their community. During this visit they discuss services available through the district, including McKinney-Vento, and are able to identify families living in doubled-up situations and unaccompanied youth through this process.

To ensure children in homeless situations are identified and enrolled in early childhood programs and preschool programs the district McKinney-Vento Liaison provide regular training to all early childhood/preschool staff over the McKinney-Vento Act. Dissemination of information on the McKinney-Vento Act during preschool enrollment sessions and parent information meetings is also extremely valuable in ensuring students are identified. The SRQ is utilized as a tool for identification with this age-group as well. The district McKinney-Vento Liaisons review all SRQs and contact families to further discuss living situations as needed. ESC-20 has a strong partnership with both the Head Start Program and the ESC-20 Early Childhood Educational Specialist. The ESC-20 Educational Specialist regularly collaborates with these individuals to provide guidance and share updates and best practices on McKinney-Vento student identification.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC-20 provides district onsite McKinney Vento 101 and advanced McKinney-Vento trainings at LEAs as requested for staff members, including: administration, counselors, social workers, PEIMS coordinators, and front office staff. These trainings focus on identification of homeless children, rights and services provided under the McKinney-Vento Act, as well as sensitivity training for communicating with families living in homeless situations. The trainings include practice scenarios specific to the audience, as well as opportunities to discuss questions and situations occurring within the LEA with colleagues from neighboring LEAs.

In addition to onsite trainings at the LEAs, McKinney-Vento 101 and 201/advanced topic sessions are scheduled during the year at ESC-20 to ensure all LEA personnel have adequate opportunities to participate in a session. The sessions are made available via webinar to accommodate the needs of districts in remote locations. Community agencies and service providers are invited to attend the meetings and are highlighted throughout the year in an effort to increase collaboration between the groups. The ESC-20 Educational Specialist also regularly provides updates and information to Federal Programs Directors, Migrant Program Directors, and Child Nutrition Directors through their meetings at ESC-20. At the member LEAs, the McKinney-Vento Liaisons provide training to district staff, utilizing both in-person and online trainings dependent upon the individual LEA request.

To ensure the needs of our rural districts are met, cluster trainings are held throughout the year and hosted at partner districts located in rural areas. At these meetings local resources within the community are highlighted and McKinney-Vento Liaisons have the opportunity to network and share best practices unique to their geographic settings.

ESC-20 staff also coordinates to provide onsite trainings for service providers at member LEAs as requested. ESC-20 partners with area homeless shelters and community agencies to provide the LEAs with information on available resources. These efforts further cultivate the lines of communication between the LEA and community agency and thereby improve the identification and enrollment of students experiencing homelessness.

This year, partner districts have also requested an online training module that could be provided for new district employees throughout the year, which we plan to develop and make available for use during the next grant cycle.

The 13 partner districts ESC-20 has identified for this grant span nine counties, including: Atascosa, Bandera, Bexar, Comal, Dimmit, Frio, Maverick, Medina, and Zavala County. Although the factors leading to homelessness vary amongst districts, particularly between those located in rural areas and those within the San Antonio area, the difficulties encountered by districts in identifying students in homeless situations are common. ESC-20 continues to work with districts on updating SRQs to ease identification of homeless students and subsequent coding in PEIMS. The need for on-going training for staff throughout the districts has been identified as a critical factor to ensure that students are identified not only at registration, but also during the year when living situations change. In addition, the need for technical assistance for McKinney-Vento Liaisons in determining McKinney-Vento status is of great importance, as each situation is unique and requires individualized consideration. Finally, given the close proximity of districts within the San Antonio area, collaboration amongst McKinney-Vento Liaisons at the districts is paramount. Having a close working relationship amongst the districts' McKinney-Vento Liaisons allows for students to have a smooth transition between districts with minimal gaps in education and services.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ESC-20 Federal Programs Coordinator has extensive knowledge in the continuous improvement process to include needs assessments, coordination of programs, campus/district plans and formative and summative monitoring that lead to the monitoring and evaluation of services. This skill set is utilized throughout the year in coordinating trainings with our counseling program, accountability program, principal program and other special services.

Frequent contacts and trainings with partner districts has resulted in a strong voice at the district level for our students experiencing homelessness. LEAs are continuously looking to improve processes in the areas of identification of students, enrollment, education of staff, monitoring of attendance and grades, and regular communication with neighboring districts.

At the district level, early intervention begins with proper identification and enrollment of our MV students. The process begins by educating front office staff regarding enrollment procedures and continues with coordination with the counselor to ensure appropriate placements upon enrollment – whether it be grade placement or identification for specific programs, i.e. special education, bilingual, gifted and talented. Our districts understand the importance of wrap-around support services to ensure the success of our MV students. Ongoing collaboration between the MV liaison, teachers, counselors and administrators leads to an individualized approach to help identify academic and emotional (counseling/social services) resources that could be made available. Partner districts have been able to identify situations in which, a failing course can on occasion be remedied by providing transportation to and from tutoring.

All partner districts regularly monitor homeless student attendance and have policies in place that include contacting homeless liaisons should there be a concern with one or more students. Campus staff are trained in these policies and district and ESC staff are available for technical assistance should questions arise. While the data in schedule 12 reflects a lower attendance rate for our MV students in comparison to our economically disadvantaged population, liaisons know they have made huge progress in this area in the last three years. In 2015, at the time of our application for the TEXSHEP grant, the average attendance rate for homeless students across our partner districts was 84%. Our partner district average attendance rate for homeless students is now at 91%. This has been a huge focus for our regional MV liaisons.

The focus in the coming years will be to track and improve homeless student graduation rates and 4-year cohorts. District staff regularly verify proper coding within the state reporting system to ensure MV liaisons are tracking data on the correct student group. This is a data piece that will continue to progress for our district and ESC staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-950

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following are a list of procedures from our partner districts that are used toward the reviewing, monitoring and implementation of academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation and post-secondary options:

- Secondary counselor sare required to meet regularly with homeless students to monitor progress to determine iif they are on track for graduation and grade level promotion.
- Tutoring is provided before and after school along with bus passes, as appropriate
- Field trips, enrichment activities, college visits, SAT/ACT prep and testing fees are provided
- Progress reports, report cards, and attendance are monitored regularly with interventions provided as needed
- Ongoing collaboration between campus personnel and the MV liaison to address academic issues/concerns
- State assessment test results are tracked and monitored for each student
- Campus counselors meet with students to review personal graduation plans and adjust class schedules accordingly to ensure grade level promotion and graduation
- Parents are contacted to ensure they are aware of graduation/promotion requirements
- Accelerated schedule block to meet graduation requirements
- Transcripts and college plans updated as needed
- Commuinity referrals as needed
- District provides verification letters for unaccompanied homeless youth

At the ESC level, staff collaborates with ESC-20 Counseling Specialist to present information at Directors of Guidance and Counselors Meetings. Additionally, partner districts are provided an opportunity to attend related trainings free of charge – including: trauma-informed care, school health and safety sessions, child nutrition sessions, federal program director sessions.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015-950		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-950

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-950

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-950

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-950

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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